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ABSTRACT

This packet provides information on New Century College, a program within George Mason University (Virginia) based on an integrated integration model of interdisciplinary course work, experiential learning, and service learning within learning communities. The program is organized into three "divisions" and requires 12 hours of experiential service learning. Student evaluation in the program is via student portfolios which contain results of observations of students' work and evidence of both the products and processes of learning and through group self-evaluation. Introductory material defines "service learning," and describes four models for integrating service leaning into learning communities/courses: (1) the add-on model, (2) the linked model, (3) the variable credit model, and (4) the total integration model. Additionally, prior to graduation, all students submit a "presentation" portfolio that represents their best work and development. Sample vignettes show student learning narratives as they reflect on their service learning experiences. Additional material in the packet includes the agreement between the service learning site supervisor, the university, and the student; a program description aimed at potential students; and a listing of courses organized around each course's reflective goals and reflective models. (JLS)

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ED 403 855

Integration and Assessment of Service Learning Into the Curriculum

A Workshop for Association for Integrated Studies
October 1996

Some questions to begin our discussion

1. ***What is Service Learning?***
2. ***How does Service Learning differ from Community Service?***
3. ***What resources are needed to initiate a program and who are the players?***
4. ***What is the relationship between Service Learning and Student Leadership?***
5. ***Advisory Boards-internal/external***

Models

the separate page

Assessment Tools

Journals

Evaluations

Self Evaluation

Narratives-Portfolios

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WHAT IS SERVICE LEARNING?

A credit bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflects on course content with a broader appreciation of the discipline and an enhanced sense of civic responsibility

Bringle and Hatcher 96

Service learning is a method and philosophy of experiential learning through which participants in community service meet community needs while developing their own abilities for critical thinking and group problem-solving, their commitments and values, and the skills they need for effective citizenship. The core elements of service learning are (1) service activities that help meet community needs that the community finds important, and (2) structured educational components that challenge participants to think critically about and learn from their experiences. Service activities give rise to learning opportunities, and what participants learn further informs their service.

Mintz and Goodwin 93

MODELS FOR INTEGRATION OF SERVICE LEARNING INTO LEARNING COMMUNITIES/COURSES

1. **Add-On Model**
   - *a. assessment responsibility through Service-Learning and Leadership Center*
   - *b. service learning without specific referencing to curricular material*
   - *c. optional course activity*

2. **Linked Model**
   - *a. experience designed by Service-Learning and Leadership Center*
   - *b. assessment responsibility through Service-Learning and Leadership Center*
   - *c. minimum input by teaching faculty but linked to lecture material*
   - *d. required course activity*

3. **Variable Credit Model**
   - *a. course may be taken with or without a 1 credit service-learning project*
   - *b. assessed by the instructor*
   - *c. faculty involved in planning of projects.*

4. **Total Integration Model**
   - *a. built into the course*
   - *b. designed by instructor*
   - *c. totally integrated in class discussions*

Project Evaluation

Evaluation based on:

- ***Relationship of community need to the scope of the course***
- ***Complexity of the problem***
- ***Were the goals met?***
- ***Documentation complete and organized***
- ***Community Evaluation***
- ***Student peer evaluation (GROUP EVALUATION)***

Sample Group Evaluation

score 1-5; 1 is not at all and 5 is extremely well

- ***How effectively did your group work together?***
- ***How many of the 5 members participated actively most of the time?***
- ***How many were fully prepared?***
- ***Give an example of something you learned from the group that you might not have learned on your own.***
- ***Give an example of something your group learned from you.***
- ***Suggest one specific, practical change to improve everyone's learning experience.***

NEW CENTURY COLLEGE
EXPERIENTIAL LEARNING
(AIDS: ITS IMPACT ON OUR SOCIETY)

LEARNING NARRATIVES (EXAMPLE 1)

VIGNETTE (1)

Friday, February 17 was the first time I drove a person with HIV to the doctor's office. I have to admit I was pretty frightened to come in close personal contact with someone who is HIV positive. What would we talk about? Was it okay to talk about HIV and AIDS? Could I bring myself to touch him or treat him like a human being, rather than a 20th Century leper?

I arrived at Ricki's house about fifteen minutes late. He stood at the edge of his driveway wearing a green jacket and using a cane, and I wondered if he needed the cane for some terrible disease that had set in as a result of the virus. I later found out he had been in numerous car accidents and needed to have his hip replaced.

He got in the car and immediately introduced himself. As we drove through the rundown neighborhood Ricki made a point to wave and shout at everyone we drove past. At first our conversation seemed very superficial. We talked about traffic, school, the weather-you know, all the things you discuss when you have no idea what else to talk about. Then our conversation turned to more personal topics. I talked about religion, my family, etc., and Ricki filled me in on all the places he had traveled and all the drugs he had sold, smoked, shot, and snorted.

We arrived at the doctor's office, and rather than leave him there alone, I tagged along for moral support. We were stared at by everyone that walked by. I guess you couldn't put a stranger couple together-maybe Laurel and Hardy or the Odd Couple. But it was strange, I didn't feel like we were all that different. Sure, we were from different social classes, races, and generations, but we learned a lot from one another in that car ride.

Ricki is still optimistic about living and plans on having a future. He still gets depressed at times, but he said that if he stops living the way he always has, he might as well be dead anyway. I dropped him off at a friend's house, and he asked if I'd be driving him every week. I told him that I would do what I could, and we planned his next doctor's appointment at a time that was convenient for both of us. I hope my other volunteer experiences go as well as this one has.

VIGNETTE (2)

Yesterday was my second time driving an HIV infected individual for NOVAM. Needless to say, this experience was not quite as fulfilling as the first one.

I arrived at a hotel to pick my passenger up. The hotel looked like a place where prostitution and drug use runs rampant. I knocked on the door to room #11. After waiting a couple of seconds, a man, or should I say what was left of a man, greeted me at the door. He weighed no more than 100 lbs, could barely walk, and resembled the children seen on the UNICEF commercials.

He invited me in while he finished getting ready. I admit that I was reluctant to enter the room, so I left the door open. He handed me several items, took about ten pills, and then we started on our voyage. He told me that he had acquired the AIDS virus while in jail. He said that there was nothing he could do while the man held a large knife to his throat. I was shocked and saddened. He proceeded to pick at a large scab on his lip. No matter how much education I have received about the virus, the presence of bodily fluids about me still makes me uneasy.

I am not planning on giving up on this project, but I hope that the rest of my encounters are less frightening. As he got out of my car, he called me an angel, and said "God bless you. The best thing would be if He just took me right now." Even though he called me an angel, that is the last thing I felt like.

VIGNETTE (3)

I drove Larry this week. He was an older man, I'd say in his mid-forties. He lived with his partner who too had AIDS but was still able to drive. Larry was on a morphine drip when I picked him up. It was weird. I'd never seen that before. He said it would go off every 6 minutes if he wanted it to-and sometimes he did. It must be so hard to be in that much pain at times. He didn't talk much, so I just told him about me and what I was doing. At the office, where the doctors are Infectious Disease Specialists, I found out that many PWA's go to there. I guess I'd never realized that so many different doctors would be needed. But with so many different opportunistic infections, I guess you'd need to have them. I am babbling...his appointment went fine and I took him home. He was pretty out of it so, again, not much talk. I again gave him my number and told him to call me if he needed to go somewhere. He replied that he did, next week. So I told him to let me know, and we'd work it out.

VIGNETTE 4

Larry called this afternoon to ask if I could take him to his partner's father's house. I was slammed with work but had trouble saying no. So I finished what I was doing and headed out. Larry was much perkier today and had more to say. It was nice conversation; he is a very intelligent person. I was having some car trouble, and he noticed and asked if everything was okay. Well, by the time I got home it wasn't. So we talked. He told me he owned his house with his partner, and they took care of his partner's father who had a broken hip. He told me that he takes care of all the financial worries and had some great investment ideas. The trip was short but interesting. I hope to hear from him again sometime.

STORY AS A LEARNER

Service learning has helped me understand, in a more in-depth manner, what happens to PWA's throughout the process of the virus. I truly believe in learning by doing. It enhances what I have learned by helping others to understand more thoroughly. I was able to use what I learned in class to help educate people, including ones who were ignorant. I also was able to use my knowledge to inform people as to what they need to do if they thought they might be infected, or if they just had a question to be answered.

This made me feel really good about myself. I found that at first I was insecure and naive about all the facts and didn't know that I could break from the stereotypic ideas I had. The ability to learn about AIDS/HIV in class from many different perspectives (medical, epidemiological, financial, economic, social, and legal) helped me understand the "Whole Person Response" of people infected with HIV. I feel that I best learn by combining an intellectual understanding with personal experience.

COMPARE YOUR STORY AS A LEARNER TO MYSELF LAST YEAR BEFORE THE EXPERIENCE:

I think about my uncle who died in 1992 and how he left his job for the disability checks. He wanted to continue working but didn't want to lose it all in the end. It is amazing how our society takes advantage of a situation and makes it harder for those involved to be able to do anything.

My most memorable experience is that of Mr. Smith. He was such a spunky man with so much to live for (even knowing that he didn't have much longer). His T-cell count was 5, leading me to believe he wouldn't be around for too long. I think his positive attitude and carefree way of life jived with mine, and it made me open my eyes to see that even with a fatal illness you have things to live for.

As for my personal attitude and opinion, much has changed. I think with a more open attitude and allow myself to see into their life and not see things from mine. I would talk every night when I got home to my boyfriend about what I had learned, and we would discuss our feelings about different topics that surrounded AIDS. I think that I have opened his eyes more, too. I am surprised when I talk to my mother, who lived with a gay brother. She can be so closed-minded. She has a very negative attitude about gays and AIDS. I hope that I can educate her to be more open and accepting.

I think that what I have learned has enabled me to educate others and myself. My best friend is very sexually active and just moved out to San Francisco. I wanted to make sure she would take the necessary precautions before having sex and know how life-altering AIDS is. I wasn't sure how to approach her, but we started talking about sex one day, and I began to open up. She was impressed with my knowledge and told me she gained a lot of insight from our discussion. I hope that I made an impact in her life because she is one person I would not want to lose to AIDS. AIDS is such a terrifying disease, and I know I will see many more people close to me die from it, but if I can in anyway save one life, it will be worth it.

New Century College

Experiential Learning

Description:

All students enrolled in the BA or BS of Integrated Studies are required to participate in a minimum of 12 hours of course work devoted to experiential learning; it is expected that much (if not all) of this requirement will be met as part of a learning community. A structured study abroad experience with prescribed objectives may also serve as experiential learning. This aspect of the curriculum reflects the program's commitment to providing educational experiences which will prepare its graduates for the workplace and the demands of active and responsible citizenship. Our goal is two-fold: 1) to engage the workplace as a site of instruction and expose students to the variety of skills needed to succeed in the workplace through cooperative placement and partnerships with community agencies and institutes; 2) to provide experiences outside the traditional university environment. Here, the street is the classroom and the community is the teacher. Immediate, concrete experiences become the basis for reflection and integration of content knowledge and "learning by doing." Our goal is to converge a direct academic experience with academic study so that service makes the study immediate, and relevant, and the study relates to and supports the service.

Academic Credit:

Academic credit will be awarded taking the following into consideration:

- Hours/weeks at the experiential learning site
- Number of written/oral assignments relating course work to experiential learning
- Quality of learning experience (see attached guidelines)

Faculty of Record:

A new position, Director of Experiential Learning, New Century College is being requested. The Director will assume all day to day duties of this program and report to the Dean and Associate Dean. The Director will also be a member of the New Century College Advisory Board with the additional responsibilities of portfolio assessment.

The following evaluation criteria have been developed by New Century College Faculty in cooperation with Career Development Center:

Excerpt from the National Society for Internships and Experiential Education

Quality in Assessing Experiential Learning

The Council for Adult and Experiential Learning (CAEL), from its perspective that acceptance of experiential education in higher education hinges on the condition of quality assessment, has developed and published *Principles of Good Practice in Assessing Experiential Learning*. This statement of principles has been accepted as the standard for the field by the Council on Postsecondary Accreditation (COPA), the American Association of Collegiate Registrars and Admissions Officers, and the Commission on Educational Credit of the American Council on Education. With the endorsement of these principles by the higher education establishment, any experiential education program which abides by these standards can be confident of the quality of its assessment practices. the *Principles* include over 100 statements and extensive commentary on each. The twenty selected statements listed below deserve particular attention:

1. Students should be required to differentiate clearly between learning and experience. College credit is not appropriate for an experience.

2. Prior to the experience itself, students should develop a learning plan that specifies the principle tasks to be performed, learning objectives, how learning objectives will be pursued, and the evidence required to document the learning.

3. Clarity and specificity in describing learning objectives should not be achieved at the expense of reducing learning objectives to trivial skills.

4. There should be formative evaluation of learning. Students should be encouraged to negotiate new learning objectives if their experiences so indicate.

5. Care should be taken to discriminate whether particular documentation describes experience, describes learning, or provides evidence of learning.

6. Assessment of experiential learning should employ measurement methods that fit the character of the learning.

7. In measuring an individual's learning, assessors should use techniques that are appropriate to the background and characteristics of the learner, e.g., learning style.

8. Assessment itself should be a useful learning experience.

9. Institutions are responsible to see that assessment is as reliable

10. To improve consistency in assessment, more than one sample of learning should be examined, and more than one assessor should be used unless evidence indicates that one is sufficient.

New Century College
Experiential Learning Program
George Mason University

This form is an agreement between the site supervisor, George Mason University, New Century College, and the student.

The site supervisor agrees to:

1) Provide the student with a specified, pre-determined amount of time on site.
2) Develop an individual work plan which will include specific objectives for the student to accomplish. This will be discussed at the outset of the placement. Include assignments that will challenge ability and use knowledge obtained in courses to relate to external experiences.
3) Participate in on-site or phone visits arranged by a representative of GMU for the purpose of discussing the student's progress.
4) Complete and discuss with the student a written evaluation.
5) Uphold the underlying principle of experiential learning, which is the enhancement of the student's education.

New Century College agrees to:

1) Provide the site supervisor with pertinent information about the student's academic progress.
2) Appoint a career consultant to be the liaison between the experiential site and the university.
3) Have the Director of Experiential Learning conduct on-site or phone visits.
4) Provide evaluation forms for the student and supervisor.

The student agrees to:

1) Maintain satisfactory work performance and academic progress while participating in experiential learning.
2) Complete a minimum, specified, pre-determined amount of time on site.
3) Promptly notify the site supervisor and his/her career consultant of any changes that may impact work and/or academic schedules.
4) Actively participate in the on-site or phone visit.
5) Return all forms to the Director of Experiential Learning in a timely manner.
6) Abide by the regulations and policies of both the university and the site, recognizing his/her responsibility as a representative of George Mason University to the business community.

Signatures:

_____
(Supervisor/Date)

_____
(Student/Date)

_____
(Director of Experiential Learning/Date)

New Century College
Experiential Learning
Formal Narrative Self-Evaluation

Student Name_____
Place/Site of Experiential Learning_____
Date (start)_____ Date(completed)_____
During the course of this particular experiential learning experience you are required to provide the following means of self-assessment and reflection on your particular experience:

1) A weekly (daily) journal/log of learning experiences which outlines skills and procedures used at the site, including impressions and social interactions.

2) What new skills have you learned at the site?

_____
_____
_____

3) How has your learning experience related to your course work?

_____
_____
_____

4) Do you feel you contributed to the site? How?

_____
_____
_____

5) In what ways were you able to gain insight into the practices and problems of a job in this field?

_____
_____
_____

6) How has the work experience confirmed your career choice?

_____
_____
_____

7) In what ways has your experience in the experiential learning program so far been consistent, or inconsistent, with you expectations when you began the program?

_____
_____
_____

8) Briefly comment on your relationship with you immediate site supervisor. (For example, was he or she approachable for advice or instruction? How well do you think he or she understood your position? In what ways could he or she have made your experience more worthwhile?)

_____

_____

_____

9) In what ways has the experiential learning program contributed to the quality of your academic experience?

_____

_____

_____

10) What could the Director of Experiential Learning for New Century College do to make your experience more meaningful?

_____

_____

_____

11) What additional comments would you like to make about this experience?

_____

_____

_____

Please rate your experience according to the following:

Cooperation and support from site workers	superior	good	average	poor	N/A
Willingness of supervisor to teach	superior	good	average	poor	N/A
Opportunities to learn and progress	superior	good	average	poor	N/A
Opportunities to show leadership	superior	good	average	poor	N/A
Quality of work	superior	good	average	poor	N/A
Quantity of work	superior	good	average	poor	N/A
Opportunities to think and act independently	superior	good	average	poor	N/A

Student Signature_____**Date**_____

Student Social Security Number _____/_____/_____

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New Century College
Experiential Learning
George Mason University

External Evaluation

Please use this form to record your evaluation and comments on your student's performance. Please share the evaluation with the student. Forward one copy to the New Century College, MSN 5D3, George Mason University, 4400 University Drive, Fairfax, VA, 22030, or FAX to (703) 993-1439.

Please rate the student on the following:

Attitude toward work	superior	good	average	poor	N/A
Attitude toward superiors	superior	good	average	poor	N/A
Attitude toward site workers	superior	good	average	poor	N/A
Quality of work accomplished	superior	good	average	poor	N/A
Quantity of work accomplished	superior	good	average	poor	N/A
Ability to learn on the job	superior	good	average	poor	N/A
Ability to get along with others	superior	good	average	poor	N/A
Ability to communicate	superior	good	average	poor	N/A
Ability to think and act independently	superior	good	average	poor	N/A
Willingness to learn	superior	good	average	poor	N/A
Personal appearance	superior	good	average	poor	N/A
Dependability	superior	good	average	poor	N/A
Conformance to organizational policy	superior	good	average	poor	N/A
Maturity	superior	good	average	poor	N/A
Self-confidence	superior	good	average	poor	N/A
OVERALL RATING	superior	good	average	poor	N/A

Based on the above evaluation, the student is____ is not____ invited to return for another work period.

Supervisor's Signature_____Date_____

To be completed by the student prior to mailing:
____ I have seen this evaluation
____ I have discussed this evaluation with my supervisor

Student'sSignature_____Date_____

GEORGE MASON UNIVERSITY'S NEW CENTURY COLLEGE

New Century College is our response to the Commonwealth of Virginia's call for a University of the Twenty-first Century. The New Century faculty believe that the college can provide the finest of small college educations within the context of a large state university. The College's curriculum structures itself on intensive, interdisciplinary learning communities, which cooperate with the existing disciplines. The College will educate its students to a habit of mind that emphasizes individual intellectual and social responsibility.

Student Requirements:

A student who meets the University's general eligibility requirements may apply to New Century College after an information session with a counselor. Admission is based on the appropriateness of student's academic objectives and the likelihood of the student's benefiting from the curriculum of the College. Each admitted student is assigned an advisor/ mentor from the faculty.

Students may elect a Bachelor of Arts or a Bachelor of Science with a traditional disciplinary specialization or with a specialization designed with New Century faculty. The New Century student must complete an equivalent of 120 semester credit-hours of course work and at least 45 hours in the equivalent of upper-division University work. The program requires students to present a final, cumulative portfolio publicly at a College Senior Exposition, which is then evaluated by the student's advisor and officials of the College.

The Curriculum

The New Century curriculum is divided into three parts. Division I is a first year of common courses and integrated learning. Division II is a collection of learning communities from which students choose. George Mason University's general education requirements will be met in New Century Divisions I and II. Division III is the student's specialization. Division II and Division III are not sequential: a student may join learning communities or take traditional courses in the University any time after Division I.

Division I: The First Year

Division I constitutes a student's first year of course work and is divided into four units. Units 1 through 4 are each six weeks long and are separated by two week interims and a winter intersession. The units meet Monday through Thursday and may include lecture, but they will emphasize collaborative assignments, problem-centered projects, and self-paced learning. Unit 1 studies broad interdisciplinary issues in education; Unit 2 studies the natural world; Unit 3 studies the socially constructed world; and Unit 4 studies the relationship between the individual and society. The interims and the intersession are built into the curriculum to allow co-curricular activities, such as community service learning, or to allow students to complete their work at their own pace. The winter intersession also allows for intensive special courses and provides a period for study abroad, individualized projects or experiential learning.

Division II: Learning Communities

Division II consists of a series of learning communities which combine subjects usually taught in several separate courses into a single, integrated course of study. Learning

communities offer the equivalent of between six and fifteen credits of undergraduate work and replace the often fragmented classroom encounters many students experience in a series of unconnected course offerings. Team-teaching, collaborative projects, emphasis on writing and critical thinking, opportunity for independent study, and experiential learning are all important parts of learning communities.

Learning communities also offer a greater sense of identity with an academic community, especially in the nonresidential college environment typical of a regional state university. Some learning communities will be scheduled to make attendance easier for part-time students. Next year, New Century College will offer learning communities such as Violence, The World Since 1945, Energy and Environment, Math and Culture, and Utopia.

Division III: A Specialization

The New Century specialization is the equivalent of a major in a traditional degree program. Students can complete a disciplinary specialization within the New Century curriculum or they can create, with faculty advice, a unique program of study to fit their particular interests and needs. The specialization will combine learning communities, independent study, seminars, mentored research, experiential learning, and traditional courses. Thus, Division III specialization may include Division II learning communities.

Experiential Learning Requirement

All New Century College students are required to participate in experiential learning equivalent to at least 12 credit-hours of course work. Much of this requirement may be met as part of the requirements in learning communities. The requirement reflects the College's commitment to providing educational experiences that will prepare its graduates for the workplace and the demands of active, responsible citizenship. The faculty's goal is twofold: both to engage the workplace as a site of instruction and expose students to the variety of skills needed to succeed there and to combine work experience with academic study in the hope that each will enrich the other. A total of up to an equivalent of 24 credit hours of course work may be applied toward the Bachelor of Arts or Bachelor of Science.

Student Portfolios

A portfolio is a representative collection of one's work, providing documentation of work in progress, evidence of how work has evolved and how it has been refined. The portfolio will contain results of observations of student work and evidence of both the products and processes of learning. Contributions to the portfolio may include written work, videotapes, computer programs, audiotapes, photographs of work and the work process, self-assessments, assessments made by faculty, letters or assessments by other individuals, the results of course exams, and other forms of evidence. The specific contents and organization of the portfolio may be decided in consultation with a "portfolio mentor" and should reflect the student's style as a learner.

Each portfolio is expected to be highly individualized, and comprehensive in its portrayal of achievements. It should offer a portrait of the student as a learner/scholar.

Prior to graduation each student will be asked to submit a "presentation" portfolio at the Senior Exposition that represents the best/most accomplished work and development. The portfolio should provide documentation of competence in meeting the goals established by New Century College. Each year the student and his or her mentor will review the portfolio selections and discuss what additional material is needed.

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Demand for Graduates

Change will be the hallmark of our students' work history. People are now expected to switch careers -- not just jobs -- three to four times in their working lifetimes. The changing needs of our students and the changing needs and nature of our region are driving the efforts to restructure, which includes New Century College, that are underway at George Mason. If we are to graduate students who can truly thrive in this new economic climate, we must foster their ability to learn and adapt continuously throughout their lifetimes. Our students will need to be prepared for the diverse types of jobs that cross traditional disciplinary boundaries.

This degree program will also prepare students for graduate and professional schools. There will be prototype tracks for students who plan to attend medical, law, business, or education schools after graduation. These tracks will include the essential course work for admission to professional schools and a mix of interdisciplinary learning communities that will be grounded on the particular professional or special interests of the student. For example, a student might wish to go to law school and has an interest in business or in abnormal behavior; he or she would plan an undergraduate course of study that meets those needs and interests. Our pre-med students will point to their experiential learning in a medical or health setting as they apply to competitive medical schools.

As American corporations move into the global economy, employers are demanding that employees be people with cross cultural skills and adaptability, who can communicate and work with others. Corporations are looking to colleges and universities to meet their human resource needs. Employers place the highest value on skills not usually associated with specific training, such as generic cognitive skills and social skills.

What Employers Are Saying

In our focus groups we asked employers what they want from new employees. Most frequently, they asked for employees who can work in groups, gather and analyze information, solve problems, make decisions, communicate effectively, and be flexible and willing to grow. These views are supported by the report by the Secretary of Labor's Commission on Achieving Necessary Skills, *"What Work Requires of School: A SCANS Report for America 2000,"* which identifies foundational competencies necessary for solid job performance. They include:

•Basic skills such as reading, writing, arithmetic, mathematics, speaking, and listening

•Thinking skills such as thinking creatively, making decisions, solving problems, seeing things in the mind's eye, and knowing how to learn and reason

•Personal qualities such as individual responsibility, self esteem, sociability, self management, and integrity

These skills and qualities are specifically addressed within the curriculum of New Century College.

Measurable Learning Goals: Competency (Performance) Based Proficiency

Every New Century course has two aims: to help students master the course's particular subject and to develop certain skills. Subject-matter goals are a body of knowledge with an information base, rules, laws, or principles that constitute a generally recognized discipline or subject. They are assessed through demonstrated mastery of content knowledge and skills and by the application of knowledge to "real world" problems.

In addition, all students will have in common general performance-based goals. We have modified performance-based goals identified by Alverno College for our BA or BS in Integrative Studies. These are skills that students need to put knowledge into practice; they will demonstrate mastery of skills through their course work and in their portfolios.

Skill requirements include:

- **Communication:** Make connections that create meaning between the individual and her or his audience. Speak, read, write, and listen effectively using graphics, electronic media, computers, and quantified data.
- **Critical Thinking and Analysis:** Think clearly and critically. Fuse experience, reason, and training into considered judgment.
- **Problem-Solving:** Determine what the problem is and what is causing it. With others or alone, form strategies that work in different situations. Act on these strategies, then evaluate effectiveness.
- **Valuing:** Recognize different value systems while developing one's own values. Recognize the moral dimensions of decisions and accept responsibility for the consequences of one's actions, including self-knowledge and reflective practice.
- **Social Interaction:** Know how to get things done in committees, task forces, team projects, and other group efforts. Elicit the views of others and help reach conclusions.
- **Global Perspective:** Act with an understanding of and respect for the economic, social, and biological differences of global life.
- **Effective Citizenship:** Be involved and responsible in the community. Act with an informed awareness of contemporary issues and historical contexts. Develop leadership abilities.
- **Aesthetic Response:** Appreciate various forms of art and the contexts from which they emerge. Make and defend judgments about the quality of artistic expression.

The Faculty

Faculty for the BA or BS in Integrative Studies are drawn from faculty in all academic units at George Mason University along with professional staff. Faculty are identified as those who share the goals of the program and value interactive, collaborative, interdisciplinary teaching styles. Learning communities may also utilize the rich resources of our business and community leaders.

Faculty Mentoring and Advising

The core faculty will be responsible for student advising and mentoring. Because of the collaborative aspects of this program, there will be frequent opportunities for informal advising, but there will also be a formal advising process to guide students at crucial moments in their progress towards a degree. Students will, at least, meet with their advisors during orientation, during the first unit of the first year, in the spring of the first year to assess progress and select learning communities, after the equivalent of sixty credits, and in preparation for final assessments. The core faculty will be helped by the Advising center and affiliate faculty.

If you are interested in further, more detailed information about George Mason University's New Century College, we invite you to contact:

New Century College
MSN 5D3
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4400 University Drive
Fairfax, VA 22030
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John O'Connor, Dean
Karen Oates, Associate Dean

Reflection at Three Levels

Course/Instructor	Reflective Goal	Reflective Model
CTAC359: Small Group Communication Chris Wood-Foreman	to relate lessons learned (from small group interaction) to principles defined in this course, including speculation beyond classroom and textual material	reflecting-on-(in)-action "application of existing rules and procedures to the fact of particular problematic situations." (Schön, 1987, 35) descriptive reflection (Hatton & Smith, 1995)
ENG308: Teaching English in the Secondary Schools Bill Tucker	to formulate/test hypotheses about secondary writers	reflection-on-(in)-action "respond to surprising findings by inventing new rules on the spot." (Schön, 1987, 35) situated theory "improvise, frame problems in new ways, and engage in hypothesis testing as they reflect on practice" (Mayher in Vinz, 1994) "dialogic reflection" Hatton & Smith, 1995)
HM496: Hospitality Management Internship Polly Buchanan	to identify a workplace problem and propose a solution	reflection-in-action "our thinking serves to reshape what we are doing while we are doing it." (Schön, 1987, 26)
Service-Learning Model	to recognize and resolve dissonances between beliefs and experience to make judgments about whether professional activity is ethical or just, respectful of persons or not.	critical reflection (Morton, 1993) (Gore & Zeichner, 1991)

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Reflection type	Nature of reflection	Possible content
"Reflection-in-action" (Schön, 1983, 1987) addressing IMPACT concerns after some experience in the profession	5. **Contextualization of multiple viewpoints** drawing on any of the possibilities 1–4 below applied to situations as they are actually taking place	Dealing with on-the-spot professional problems as they arise (thinking can be recalled and then shared with others later)
Reflection-on-action (Schön, 1983; Smith & Lovat, 1990; Smith & Hatton, 1992, 1993) addressing TASK and IMPACT concerns in the later stages of a preservice program	4. **Critical** (social reconstructionist), seeing as problematic, according to ethical criteria, the goals and practices of one's profession	Thinking about the effects upon others of one's actions, taking account of social, political and or cultural forces (can be shared)
	3. **Dialogic** (deliberative, cognitive, narrative) weighing competing claims and viewpoints, and then exploring alternative solutions	Hearing one's own voice (alone or with another) exploring alternative ways to solve problems in a professional situation
	2. **Descriptive** (social efficiency, developmental, personalistic), seeking what is seen as 'best possible' practice	Analysing one's performance in the professional role (probably alone), giving reasons for actions taken
Technical rationality (Schön, 1983; Shulman, 1988; Van Mannen, 1977), addressing SELF and TASK concerns early in a program which prepares individuals for entry into a profession	1. **Technical** (decision-making about immediate behaviours or skills), drawn from a given research/theory base, but always interpreted in light of personal worries and previous experience	Beginning to examine (usually with peers) one's use of essential skills or generic competencies as often applied in controlled, small scale settings

Figure 1. Types of reflection related to concerns (Fuller, 1970; Smith & Hatton, 1993; Valli, 1992).

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